



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Alison Hutchins

Lesson #: 3 **Facet:**

Empathy

Grade Level: 9-10

Numbers of Days: 2

Topic: English

PART I:

Objectives

Student will understand that

Students will understand that the use of literary devices are integral to the meaning of the story.

Student will know

Students will know the meaning of different literary devices, and explore how they're in use in Romeo and Juliet.

(See content notes below)

Student will be able to do

Students will be able to make meaning of literary devices and figurative language in the context of the story.

Product: Comic life.

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Rationale:

We will be closely picking on literary devices in the play, especially looking at the themes.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will be given exit tickets before leaving the room asking them something that they have learned today, and any questions that they still have. **(Rethink)**

Section II – timely feedback for products (self, peer, teacher)

Students will be given a rubric to follow while creating their assignment, then grade themselves on their performance. **(Revise/Refine)** I will consider their personal grading, and use the same rubric to score them. **(Revise/Refine)**

Summative (Assessment of Learning):

Comic life: students will be given a literary device and make of comic of its use in Romeo and Juliet, every product will feature theme.

Integration**Technology:**

Students will use comic life to make their comic. They will be able to more easily exchange ideas within their groups, and students uncomfortable with their artistic abilities would be able to use free-use images, or photobooth to create their product.

Content Areas:

Art: Students will need to utilize their artistic abilities and creativity in order to create an aesthetically pleasing comic.

Groupings**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Students will be using the ladder chart to discuss their groups literary device. The example of it they discover will be used to make their group comic.

Section II – Groups and Roles for Product

The cooperative learning groups will be transitioned to a learning group, to a project group. They will produce their literary device comic together.

Differentiated Instruction**MI Strategies**

(Verbal): The entire lesson is about literary devices and close reading, the verbal student would be very comfortable with these things.

(Visual): Students will be using their knowledge of themes and other literary devices to create a comic.

(Musical): The lesson will involve looking at a song with similar themes to Romeo and Juliet and decipher it as you would a Shakespearian sonnet in the play.

(Interpersonal): The students will be broken into small group and each given an important literary device at work in Romeo and Juliet, they will then report their finding back to the class.

(Intrapersonal): After listening to the song, the students will be given some quiet time to write down their thoughts about it, how they would connect it to Romeo and Juliet, and what literary devices they already know in it.

(Naturalist): When discussing setting, naturalist students will be able to look into the environment of Verona at the point in history that the story took place.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

The notes from the lesson will be available in the class wiki, the worksheets and handouts will be available in the back of the room. Students should head back to grab what they've missed from that days file, and come to me with any questions.

Extensions**Type II technology:**

Students will use comic life to make their comic. They will be able to more easily exchange ideas within their groups, and students uncomfortable with their artistic abilities would be able to use free-use images, or photobooth to create their product.

Gifted Students:

Gifted students will have the option to choose harder subjects, on which there is significantly less information that needs to be stretched over a whole article, or a significantly more that needs to be synthesized.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Graphic Organizer

<http://literary-devices.com>

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)

Day One:

- *Hook:* Song sharing the themes of *Romeo and Juliet*, "I Will Follow You Into the Dark" by Death Cab for Cutie, followed by a discussion of the themes present in both pieces. (10 minutes)
- *Graphic organizer and class discussion:* Students will be using the ladder chart to discuss as a class the main literary devices used in the play. (20 minutes)
- *Group work:* Students will be broken into pairs. Each of the pairs will be given a literary device to make a *Romeo and Juliet* related comic out of. (25 minutes)
- *Gallery Walk:* Students will walk around the room, viewing other groups' products. They will be using checklists to anonymously review the comics that they view. (15 minutes)
- *Exit ticket:* Students will complete an exit ticket before leaving the room, letting me know what they need clarified before proceeding with the unit. (10 minutes)

(Create an outline. -- Day 1: 80 minutes. How many minutes will it take to do each piece? script the day)

Room arrangement:

The room will be arranged into sets of two, there will be a good amount of space around the outside of the room for the gallery walk.

Students will understand that the use of literary devices are integral to the meaning of the story.

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. The hook, listening to this song, will give students the opportunity to start thinking about literary devices at work, especially theme.

Where, Why, What, Hook MI Tailor's: Interpersonal, logical, verbal, visual

Students will be using the ladder chart to discuss as a class the main literary devices used in the play.

They will use cooperative learning both to create their comics, and to talk about the work on the gallery walk.

Equip, Explore, Rethink, and MI Tailor's: Interpersonal, intrapersonal, verbal, spatial, kinesthetic, musical.

Students will be able to work in an assigned pair to create a comic for their literary device in the gallery walk. They will be asked to do the same type of pair work on the formative assessment, as they will be working in the same pairs to expand upon their comic.

Explore, Experience, Rethink, Revise, Refine, and MI Tailor's: Verbal, Logical, Visual, Interpersonal, Intrapersonal.

Students will be assessed for their work within the pairs by what I see, and information given in anonymous peer evaluations within groups. They will then use a rubric to grade their newspaper, which I will take into consideration while using the same rubric to assess it myself. Their final product will give me a good idea of their understanding of the historical context of the piece.

Evaluate, Tailors: Intrapersonal, interpersonal, verbal.

Content Notes

Students will know.....

Theme: The theme of any literary work is the base topic or focus that acts as a foundation for the entire literary piece. The theme links all aspects of the literary work with one another and is basically the main subject. The theme can be an enduring pattern or motif throughout the literary work, occurring in a complex, long winding manner or it can be short and succinct and provide a certain insight into the story.

Setting: In literature, the word 'setting' is used to identify and establish the time, place and mood of the events of the story. It basically helps in establishing where and when and under what circumstances the story is taking place.

Setting for *R&J* is Verona, Italy in the 1300's.

Types of Irony:

Verbal irony: "is the use of words to mean something different from what a person actually says."

Situational irony: "It involves a discrepancy between what is expected to happen and what actually happens. Situation irony occurs when the exact opposite of what is meant to happen, happens."

Dramatic irony: This type of irony is popular in works of art such as movies, books, poems and plays. It occurs when the audience is aware of something that the characters in the story are not aware of.

Tragedy: "In literature, the concept of tragedy refers to a series of unfortunate events by which one or more of the literary characters in the story undergo several misfortunes, which finally culminate into a disaster of 'epic proportions'. Tragedy is generally built up in 5 stages: a) happy times b) the introduction of a problem c) the problem worsens to a crisis/ dilemma d) the characters are unable to prevent the problem from taking over e) the problem results in some catastrophic, grave ending, which is the tragedy culminated."

Handouts

5 W's

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clipboard students will have the opportunity to logically work through the uses of literary devices in order to gain a deeper understanding of the piece.

Microscope: The microscope student will enjoy being able to really analyze the literary devices of the story.

Puppy: The puppy student will be able to discuss their ideas and creative thoughts in comfortable pairs.

Beach Ball: Students will be able to use their creativity on the comic.

Rationale: The group work especially will provide opportunities for all of these learning styles to become engaged. The different aspects of it will give them all opportunities to feel comfortable and excited with what they are learning about the literary devices.

Standard 6 - Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Formative:

Students will create quick comics, then exit tickets to tell me what they have learned from class.

Summative:

Comic life: Students will work in pairs to create a comic that deeply explains the literary device in question in reference to the piece.

Rationale: These assessments will both provide students ways to explore the learning, and watch themselves progress. It will also give me ways to check their understanding of the material and give them help with what they do not understand and ways to improve.

Standard 7 - Planning Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Content Knowledge: Students will begin to understand literary devices and how to recognize them in literary works.

MLR or CCSS:

Common Core State Standards

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Cluster: Key Ideas and Details

Standard #2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Facet: Explanation

Rationale: Students will be creatively explaining what they have learned about literary devices during this lesson.

Standard 8 - Instructional Strategies. *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Type II Technology: Students will be creating comics using comic life. This will allow them to make comics that are professional looking, using any type of legal imagery necessary.

Rationale:

This lesson incorporates all of the MI's. The technology becomes type two by the students requirement to incorporate and create visual media, and to collaborate on their product.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will use their knowledge of their literary device to creatively tell a story of it in comic form.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: Students less confident of their artistic skill will be able to use their digital tools and resources to complete an aesthetically pleasing product.